

About The New England Common Assessment Program



This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.

Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2011 Beginning of Grade 7 NECAP Tests

Grade 6 Students in 2010-2011

School Results

School: Troy A Howard Middle School

District: RSU 20

Code: 3166-1602



Fall 2011 - Beginning of Grade 7 NECAP Tests

Grade 6 Students in 2010-2011

Grade Level Summary Report

School: Troy A Howard Middle School
 District: RSU 20
 State: Maine
 Code: 3166-1602

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1																		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation																		
Current LEP Students																		
With an approved accommodation																		
IEP Students																		
With an approved accommodation																		
Students not tested in NECAP																		
State Approved																		
Alternate Assessment																		
First Year LEP																		
Withdrew After October 1																		
Enrolled After October 1																		
Special Consideration																		
Other																		

NECAP RESULTS

		School												District						State						
		Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
						N	%	N	%	N	%	N	%													
READING				111	13	12	66	59	20	18	12	11	746	161	11	56	19	14	744	13,789	13	57	21	9	746	
MATH				112	15	13	42	38	32	29	23	21	740	162	15	36	25	23	741	13,820	21	40	19	20	743	
WRITING																										

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 7 NECAP Tests

Grade 6 Students in 2010-2011

Reading Results

School: Troy A Howard Middle School
 District: RSU 20
 State: Maine
 Code: 3166-1602

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 760–780)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 740–759)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

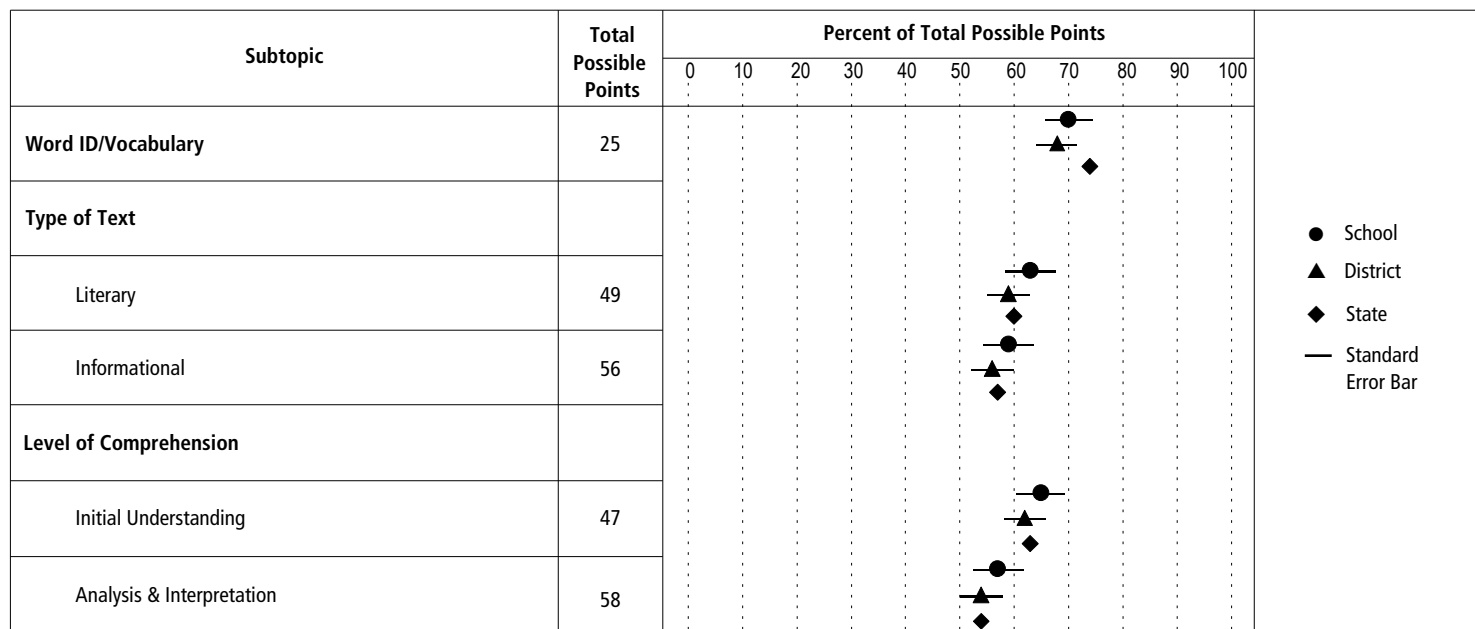
(Scaled Score 729–739)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 700–728)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10				117	19	16	68	58	26	22	4	3	748
2010-11				132	15	11	73	55	28	21	16	12	745
2011-12				111	13	12	66	59	20	18	12	11	746
Cumulative Total				360	47	13	207	58	74	21	32	9	746
District													
2009-10				174	24	14	95	55	43	25	12	7	746
2010-11				185	18	10	97	52	45	24	25	14	744
2011-12				161	18	11	90	56	30	19	23	14	744
Cumulative Total				520	60	12	282	54	118	23	60	12	745
State													
2009-10				14,017	1,319	9	8,323	59	3,222	23	1,153	8	745
2010-11				14,013	1,475	11	7,775	55	3,382	24	1,381	10	745
2011-12				13,789	1,815	13	7,850	57	2,870	21	1,254	9	746
Cumulative Total				41,819	4,609	11	23,948	57	9,474	23	3,788	9	745





Fall 2011 - Beginning of Grade 7 NECAP Tests

Grade 6 Students in 2010-2011

Disaggregated Reading Results

School: Troy A Howard Middle School
 District: RSU 20
 State: Maine
 Code: 3166-1602

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				111	13	12	66	59	20	18	12	11	746	161	11	56	19	14	744	13,789	13	57	21	9	746
Gender																									
Male				66	9	14	38	58	12	18	7	11	745	88	10	55	22	14	743	7,120	8	57	23	12	744
Female				45	4	9	28	62	8	18	5	11	746	73	12	58	15	15	745	6,669	18	57	18	7	749
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				1										1						184	8	57	24	11	744
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						118	5	53	31	10	742
Asian				0										0						200	22	51	23	4	750
Black or African American				1										2						378	7	45	25	24	740
Native Hawaiian or Pacific Islander				0										0						11	0	73	18	9	746
White				108	12	11	65	60	19	18	12	11	746	156	11	56	18	15	744	12,735	13	57	21	9	746
Two or more races				1										2						163	11	60	20	9	745
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				0										0						343	3	38	30	28	737
Former LEP student - monitoring year 1				0										0						37	24	73	3	0	754
Former LEP student - monitoring year 2				0										0						24	21	79	0	0	757
All Other Students				111	13	12	66	59	20	18	12	11	746	161	11	56	19	14	744	13,385	13	57	21	9	746
IEP																									
Students with an IEP				27	0	0	9	33	8	30	10	37	733	39	0	26	31	44	732	2,190	1	24	38	37	732
All Other Students				84	13	15	57	68	12	14	2	2	750	122	15	66	15	5	748	11,599	15	63	17	4	749
SES																									
Economically Disadvantaged Students				72	5	7	38	53	19	26	10	14	742	104	7	48	26	19	741	6,251	6	52	28	15	742
All Other Students				39	8	21	28	72	1	3	2	5	752	57	19	70	5	5	750	7,538	19	61	15	5	750
Migrant																									
Migrant Students				0										0						5					
All Other Students				111	13	12	66	59	20	18	12	11	746	161	11	56	19	14	744	13,784	13	57	21	9	746
Title I																									
Students Receiving Title I Services				26	1	4	14	54	8	31	3	12	743	33	3	45	30	21	740	1,957	5	43	38	14	740
All Other Students				85	12	14	52	61	12	14	9	11	747	128	13	59	16	13	745	11,832	15	59	18	8	747
504 Plan																									
Students with a 504 Plan				1										2						387	7	59	26	8	744
All Other Students				110	13	12	65	59	20	18	12	11	746	159	11	56	19	14	744	13,402	13	57	21	9	746

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 7 NECAP Tests

Grade 6 Students in 2010-2011

Mathematics Results

School: Troy A Howard Middle School
 District: RSU 20
 State: Maine
 Code: 3166-1602

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 752–780)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 740–751)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

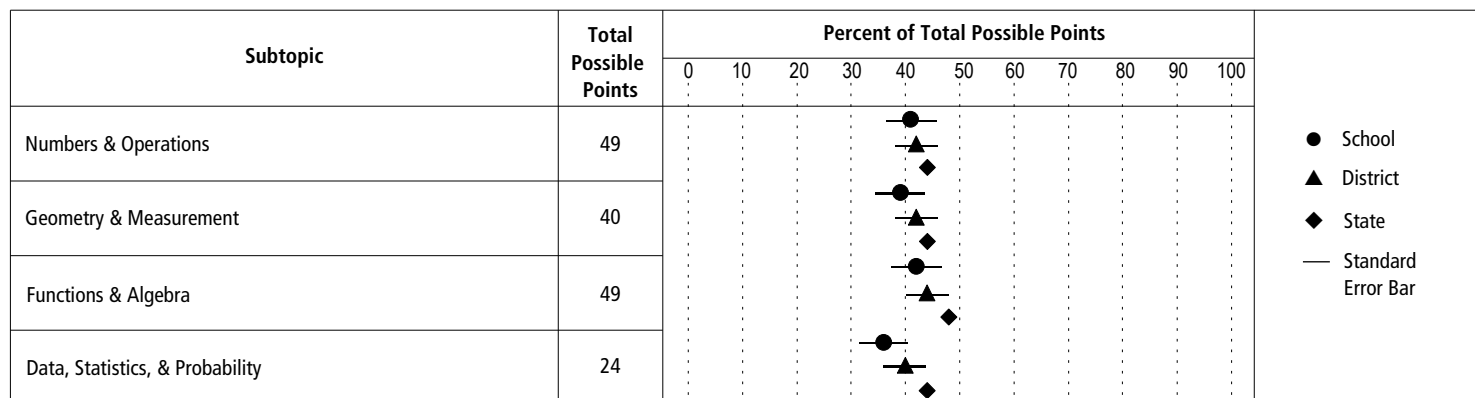
(Scaled Score 734–739)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 700–733)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10				119	9	8	51	43	30	25	29	24	739
2010-11				132	18	14	57	43	30	23	27	20	741
2011-12				112	15	13	42	38	32	29	23	21	740
Cumulative Total				363	42	12	150	41	92	25	79	22	740
District													
2009-10				176	18	10	68	39	42	24	48	27	739
2010-11				185	23	12	78	42	43	23	41	22	741
2011-12				162	25	15	59	36	41	25	37	23	741
Cumulative Total				523	66	13	205	39	126	24	126	24	740
State													
2009-10				14,039	2,603	19	5,725	41	2,822	20	2,889	21	742
2010-11				14,044	2,310	16	5,892	42	2,990	21	2,852	20	742
2011-12				13,820	2,869	21	5,502	40	2,670	19	2,779	20	743
Cumulative Total				41,903	7,782	19	17,119	41	8,482	20	8,520	20	742





Fall 2011 - Beginning of Grade 7 NECAP Tests

Grade 6 Students in 2010-2011

Disaggregated Mathematics Results

School: Troy A Howard Middle School
 District: RSU 20
 State: Maine
 Code: 3166-1602

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				112	15	13	42	38	32	29	23	21	740	162	15	36	25	23	741	13,820	21	40	19	20	743
Gender																									
Male				67	9	13	25	37	23	34	10	15	741	89	13	37	29	20	741	7,138	21	40	19	20	743
Female				45	6	13	17	38	9	20	13	29	739	73	18	36	21	26	741	6,682	20	40	20	20	742
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				1										1						186	16	36	24	24	740
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						117	7	40	26	27	738
Asian				0										0						205	28	37	16	19	745
Black or African American				1										2						390	7	26	22	45	734
Native Hawaiian or Pacific Islander				0										0						11	45	18	9	27	748
White				109	15	14	41	38	31	28	22	20	740	157	15	37	25	22	741	12,749	21	40	19	19	743
Two or more races				1										2						162	22	35	22	22	742
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				0										0						364	4	25	21	50	733
Former LEP student - monitoring year 1				0										0						37	24	62	11	3	747
Former LEP student - monitoring year 2				0										0						24	50	38	13	0	751
All Other Students				112	15	13	42	38	32	29	23	21	740	162	15	36	25	23	741	13,395	21	40	19	19	743
IEP																									
Students with an IEP				28	0	0	6	21	9	32	13	46	730	40	0	18	30	53	730	2,201	3	18	19	60	731
All Other Students				84	15	18	36	43	23	27	10	12	743	122	20	43	24	13	744	11,619	24	44	19	13	745
SES																									
Economically Disadvantaged Students				73	6	8	22	30	26	36	19	26	737	105	10	30	30	30	738	6,273	10	36	24	29	739
All Other Students				39	9	23	20	51	6	15	4	10	745	57	26	47	16	11	747	7,547	29	43	15	12	746
Migrant																									
Migrant Students				0										0						6					
All Other Students				112	15	13	42	38	32	29	23	21	740	162	15	36	25	23	741	13,814	21	40	19	20	743
Title I																									
Students Receiving Title I Services				26	0	0	7	27	11	42	8	31	736	33	0	24	39	36	735	1,963	5	28	30	37	737
All Other Students				86	15	17	35	41	21	24	15	17	741	129	19	40	22	19	742	11,857	23	42	18	17	744
504 Plan																									
Students with a 504 Plan				1										2						388	16	38	22	24	741
All Other Students				111	15	14	42	38	31	28	23	21	740	160	16	36	25	23	741	13,432	21	40	19	20	743

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.